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2002

URBAN
MUNICIPAL

AGENDAS/MINUTES
SPECIAL EDUCATION
ADVISORY COMMITTEE
JUNE 19, 2002 ...



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A35
2002

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
AGENDA
SPECIAL EDUCATION ADVISORY COMMITTEE
Wednesday, June 19, 2002

Location: Board Room

7:00 p.m.

1. Call to order B. Pupols
2. Approval of Agenda
3. Approval of the Minutes of May 29, 2002
4. Election of Chair M. Botting
5. Timed Presentation
a) Ontario Special Olympics – 7:10 p.m. S. Freake
b) Identification Criteria – 8:00 p.m. (Please bring copy of Identification Criteria from the last meeting.) R. Knapp/G. Anchel
6. Remarks – Chair
7. Special Education Report E. Corcione
a) Amendments to the Special Education Plan 2001-2002 (Please bring your copy of the 2001-2002 Special Education Plan).
8. Committee Reports M. Botting
a. Update re Report of the Special Education Concerns Review Committee
9. Members' Updates
10. Business Arising from the Minutes
11. New Business
12. Correspondence
13. Other Business – Chair
14. Distribution
a) Ontario Special Olympics Handout
b) Article from The Hamilton Spectator re Rob Peters' son
c) Email from Woodview Learning Centre
d) Poem by Chistine Pupols
e) Identification Criteria Correspondence

Future Meetings

Board	Monday, June 24, 2002	8:00 p.m.
Committee of the Whole	Monday, September 9, 2002	6:30 p.m.
Committee of the Whole	Monday, September 23, 2002	6:30 p.m.
Board	Monday, September 30, 2002	6:30 p.m.
Special Education Advisory Committee	Wednesday, September 25, 2002	7:00 p.m.

[IF YOU ARE UNABLE TO ATTEND, PLEASE ADVISE THE MINUTE ROOM AS EARLY AS POSSIBLE – 527-5092 EXT. 2273/2274.]

SPECIAL EDUCATION ADVISORY COMMITTEE

May 29, 2002

Those present:

B. Pupols, Down Syndrome Association of Hamilton, Chair of SEAC
J. Bishop, Trustee and Chair of the Board
E. Jenkins, Association of Bright Children
J. Grant, CHOICES – Supporting People with Developmental Disabilities (alternate representative)
E. McComb, Easter Seal Society, Ontario
V. Wylson-Sher, Autism Society Ontario Hamilton-Wentworth Chapter
J. Colantino, Down Syndrome Association of Hamilton (alternate representative)
A. Scriven, Learning Disabilities Association of Hamilton-Wentworth
M. Robertson, Hamilton Association for Community Living (alternate representative)
B. Nabuurs, Hamilton Community Care Access Centre
M. Cook, Hamilton-Wentworth Council of Home and School Associations
A. Hughes, The Children's Aid Society of Hamilton

Regrets:

C. Vidic, Children and Adults w/ Attention Deficit Disorders (ChADD)
N. Dalziel, Hamilton District Society for Disabled Children

In attendance:

M. Botting, Superintendent of Student Services
E. Corcione, Principal of Special Education

Also in attendance:

D. Jukes, PC-21 Principals' Council
G. Moncur, Hamilton-Wentworth Principals' Association

1. Call to Order

B. Pupols called the meeting to order at 7:00 p.m.

2. Approval of Agenda

Added item:

10a). Email to B. Pupols from J. Arnold, Vice-Chair of SEAC, Halton District School Board

**It was moved by V. Wylson-Sher: That the agenda be approved as amended.
CARRIED UNANIMOUSLY.**

3. Approval of the Minutes of April 24, 2002

**It was moved by A. Scriven: That the Minutes of April 24, 2002 be approved.
CARRIED UNANIMOUSLY.**

4. Timed Presentation

a) IPRC Video

A video of the IPRC script was shown. Members commended E. McComb and those at Mohawk College who helped make the video.

The following points were made:

- Although the video misses certain key elements of an IPRC meeting, it helped parents see what the physical set-up of the meeting is like.
- Reference was made to a “physio educational” consultant. The reference should have been to the “psycho educational” consultant.
- The video does not show the technical aspects of an IPRC meeting.
- The legalities around making a determination regarding exceptionality were not shown.

M. Botting stated she felt the video has captured the nervousness of those involved in an IPRC and the text helps guide parents through the process. She noted; however, it doesn't show the parents the element of choice they are offered for their special needs child. M. Botting felt The Hamilton-Wentworth District School Board logo shouldn't be used in the video as it parents watching this video would feel this is exactly how this should be done. For example, comments made about an educational assistant were vague and the discussion around IEP and IPRC could be confusing.

E. McComb agreed there really wasn't any closure to the video. She noted the Mohawk students did a wonderful job on the video but due to the short timeframe things were rushed.

V. Wylson-Sher agreed this was done very quickly and could perhaps be used as a starting point. Members agreed the video couldn't be distributed as is, however, this was a good starting point for people to see an IPRC video.

E. Corcione agreed this is a starting point with a good visual look at the IPRC meeting.

E. McComb passed a thank you card around to members for the students at Mohawk for their help with this project.

b) Identification Criteria

M. Botting highlighted the following points:

- The package tried to indicate the existing criteria as well as the new criteria.
- The process used is outlined on page 4-b. Each department in Student Services was consulted.
- Input and feedback was consulted.
- In December 2001, neighbouring Boards were invited to attend a meeting to learn about their Identification Criteria as it is used in other boards.

J. Bishop asked about DSM. G. Anchel noted this is a document that is published by the Psychiatry Association.

A. Hughes asked if there was a possibility this was leading to identifying students earlier. G. Anchel responded it was not, rather, it was simply clarification.

V. Wylson-Sher asked when determining the grade level for a delayed student why they can't just be placed in the grade level they are matched to. R. Knapp responded this has been tried in the past; however, this leads to a certain group being excluded. For example, a kindergarten student would have no determination as to the delay of grade level. She added this particular criteria is not for admission to special class, rather, for identification.

J. Bishop asked why this Identification Criteria is linked to ISA when the Ministry states ISA is for very high needs students.

R. Knapp noted the only link with the ISA criteria is the wordsmithing to define our current practice more clearly.

J. Bishop added three of the identifications require a full year of assessment of how a student is behaving. If those students have already been defined in the community this could be causing a disservice and additional work to the schools.

R. Knapp responded the criteria is not adding an additional year but adding those reports from previous schools or school boards.

J. Bishop expressed concern that students may be placed into the MID category than learning disability. She added those students with a learning disability have an opportunity to improve.

R. Knapp and G. Anchel offered the following points/clarifications in response to questions:

- Socio-economic factors can effect IQ scores and this is the reason there is a 'best estimate'. She added that does not mean that one is tied to the 16th percentile.
- When a student is struggling with spelling it has been past experience that the student could struggle with written expression also.
- Often times it takes twelve months for all documentation to be in place and that is why psychological assessments don't take place in less than that time.
- Not all students diagnosed with a learning disability meet the Identification criteria
- The Ministry has recognized that students who are not exceptional can have an IEP written and can have modifications in place
- There is always a written letter for diagnosis to go forward to an IPRC and this is time consuming.
- Adaptive functioning is considered if a child is below the 4th or 5th percentile. Adaptive functioning is necessary but isn't done on every child.

A. Scriven expressed concern that students will fall through the cracks. She felt it difficult to hear that the revised Identification Criteria will help special education students if it is really going to narrow the possibilities for these students.

J. Bishop felt that by narrowing the criteria students would have to be much higher needs to fit the definitions. She also asked whether any community agencies/resources were consulted, for example, Chedoke Child and Family.

M. Botting clarified the Identification Criteria is not meant to be exclusionary, rather it is hoped it would be clearer. In terms of the process this criteria needs to be reviewed/revised for next fall so there is still time for suggestions. This policy will also needs to be reviewed by the Joint Advisory Committee where there are a wide variety of stakeholders able to provide input.

A. Hughes also felt it is important to consult outside the system and have a community consultation in order to coalesce the criteria.

B. Pupols thanked Gillian Anchel and Rita Knapp for their time and efforts on the Identification Criteria presentation.

5. Remarks – Chair

B. Pupols read her remarks. Please see attached.

6. Special Education Report

E. Corcione outlined the report.

In response to a query about the Special Education class that will be opened at Glenwood School, E. Corcione stated that Glenwood had the space available to set up the program.

In response to questions, E. Corcione clarified the following points:

- The IPRC's for gifted and speech and language will be completed June 11, 12 & 13th
- There is a Board policy used to determine the number of special education classes.

J. Bishop noted a year ago decisions were made quickly and since then perhaps there has been the opportunity to view and understand the most valuable resources and where the alternative programs will be most effective.

E. Corcione responded there have been no decisions made about determining this. He noted, however, there has been a lot of discussion about addressing this.

M. Botting added there has been re-balancing of Special Education Classes. She noted some classes are oversubscribed and others aren't full and this needed to be considered.

7. Committee Reports

Report of the Special Education Concerns Review Committee

M. Botting noted she would like to discuss dates with those members of the Special Education Concerns Review Committee after the meeting.

V. Wylson-Sher outlined Questionnaire re: Liaison Between Secondary and Elementary Schools. One issue identified was there is a breakdown in communication between elementary and secondary schools in terms of the transition for special education students.

V. Wylson-Sher expressed concern over B. Pupols leaving our Board. She noted hard work has been done to try to improve the system, however, it seems that past grade eight it seems to break down again.

B. Pupols advised members this was a personal decision for her daughter.

V. Wylson-Sher asked that the survey be attached to the minutes. (Please see attached).

M. Botting noted that Superintendent of Program and Assessment, Krys Croxall, shared this particular survey/questionnaire with Executive Council. The results of the survey were to be used to discuss areas requiring further work.

M. Botting continued to say there is room to grow and there has been a restructuring of school clusters to include meetings of elementary and secondary schools together to help bridge this gap.

D. Jukes, Secondary Principal representative, agreed there is room for growth but she advised members today was the third time she has met for an entire morning to discuss curriculum concerns. As Chair of a Transition Committee she has come up with a document to share at cluster meetings around best practices happening across our Board.

M. Cook felt the "average" parent of an exceptional child doesn't have the luck or hard work of knowing the routes to help them with their endeavours. She found it shocking that someone with B. Pupols experience cannot find a solution and she expressed concern at losing Bev.

M. Cooke felt as a Committee SEAC should recommend a motion to express their utmost concern over B. Pupols' resignation.

At this time,

It was moved by M. Cook, seconded by V. Wylson-Sher:

Whereas SEAC expresses concern over the range of placement options available at the secondary school levels for students identified with special needs.

Whereas SEAC would request that the Board develop a policy in regard to integration at the secondary school level with the necessary supports in place for the student.

J. Bishop shared her sentiments of concern when B. Pupols letter of resignation as SEAC Chair came to the Board. As B. Pupols is a person with high credibility it is difficult to accept. The Board asked that a report be brought back regarding the concern of secondary placement for special needs students.

E. Corcione stated he agrees there needs to be growth in certain areas; however, he doesn't want all our schools to be painted with a broad brush. There are outstanding staff in our schools who are compassionate and caring. He added when B. Pupols advised him of her plans he encouraged her to do what she feels is best for her child but he also receives phone call from parents of students at the Separate Board with their concerns over that Board's placement options.

B. Pupols advised SEAC members to follow through with the Special Education Concerns report and follow that process.

J. Colantino asked whether or not the Board has a policy on integration in the secondary schools.

M. Botting advised members there isn't a policy on integration. She stated this is because there are a number of placement options for parents with the first option always being the regular class. She added she is listening to Bev's personal situation and doesn't want this generalized across the system. She noted the development of SEAC Concerns report is to help deal with the issues where members feel there are areas for improvement.

J. Bishop felt she would feel better about this if she knew that the issues around secondary schools would be raised as it isn't a new concern.

B. Pupols suggested that members see the secondary schools for themselves and the recommendations will come out of that.

To the motion, **CARRIED UNANIMOUSLY.**

**It was moved by V. Wylson-Sher: That the meeting be extended for ten minutes.
CARRIED.**

8. Members' Updates**Trustee**

J. Bishop noted the Board has embarked on a campaign to increase its funding. She noted there are a series of Media Releases and there would be a news conference in the trustee lobby at 10:00 a.m. on Monday about educational assistants. Needs have been increasing but the number of educational assistants haven't.

Down Syndrome Association

J. Colantino advised members of a recently funded conference for educational assistants and parents. She noted the next big even is the golf tournament and those monies go to membership to subsidize speech therapy.

J. Colantino expressed deep concern over the situation that B. Pupols finds herself in. She expressed thanks to Bev for her outstanding leadership and her support as SEAC Chair.

B. Pupols extended remarks for Robert Peters as his son was commended recently in The Hamilton Spectator.

9. Business Arising from the Minutes**a. June Meeting Date**

B. Pupols reminded members they would need to elect a temporary Chair for the September 2002 meeting.

Members agreed to June 19th, 2002 for the next SEAC meeting date.

10. New Business

10a). Joanne Arnold email.

B. Pupols outlined the request in the email to attend a meeting re collectively finding a solution to concerns regarding Special Education.

**It was moved by B. Nabuurs: That the meeting be adjourned at 9:45 p.m.
CARRIED UNANIMOUSLY.**

kc

Resignation

On May 16, 2002 I submitted a letter of resignation for my position of Chair and Representative for the Down Syndrome Association of Hamilton on this S.E.A.C. committee.

In the letter, the reason for leaving was stated as due to the lack of placement options at the High School level and no guarantee of flexibility in the special class placement around integration possibilities. I found myself registering my daughter in The Hamilton Wentworth District Catholic School Board.

I have thought long and hard about what I would say here this evening! This was not an easy decision to make.

Over the past ten years that I have been on S.E.A.C. I have had the opportunity to be involved in numerous committees through which I have gained respect for Board personnel. As well I have been involved in school committees through which new relationships have formed. This has aided in setting the foundation for supports and lasting friendships for my daughter.

I have seen integration work.

I have seen it in the halls of the school that my daughter attends and I see it every day as I watch her change and develop into a young woman. To leave a group of friends and students who know her well so that she can continue to experience integration is a very sad thing to do.

I finished my letter to Mr. Matier by asking him to examine placement options at the High School level and I am asking you to do the same thing.

Certainly I will ask Judy Colantino, our alternate S.E.A.C. member and the President of The Down Syndrome Association of Hamilton to follow up this plea with questions from S.E.A.C. as well as continued support from our association for teachers E.A's and other Board personnel.

My apologies to The Down Syndrome Association of Hamilton for opting not to continue the push. Apologies must also go to this committee for leaving in such an untimely manor.

At our next S.E.A.C. meeting we will have to once again elect a new Chair.

SPECIAL EDUCATION ADVISORY COMMITTEE
2001-2003 MEMBERSHIP

B. Pupols	- Chair
R. Peters	- Vice-Chair

Elected Officials of the Board

Trustees:
Bishop, Judith
H: 905-5287740
fax: 905- 5287427;
jbishop@hwdsb.on.ca
Marston, Wayne
H: 905-3176347
fax: 905-5212544 [c/o Minute Room]
wmarston@hwdsb.on.ca

MEMBERS OF LOCAL ASSOCIATIONS/ORGANIZATIONS

Association for Bright Children

Jenkins, Elizabeth
H: 905-5295472; fax: 905- 5231533
ejenkins@cgocable.net

***CHOICES – Supporting People
with Developmental Disabilities***

Bushey, Hal
H: 905-6897240; B: 905-6286147, ext. 27
fax: 905-6286175
hbushey@dhagencies.on.ca
Grant, John [Alternate]
B: 905-6273531
fax: 905-6280038

Easter Seal Society, Ontario

McComb, Eleanor
H: 905-5753740
rmccomb@mountaincable.net

***Autism Society Ontario
Hamilton-Wentworth Chapter***

Wylson-Sher, Vicky
H: 905-6484266
fax: 905-6488265
idoc@sympatico.ca
Simms-Obidi, Teresa [Alternate]
H: 905-5459643
simms_obidi@yahoo.com

***Down Syndrome Association of
Hamilton***

Pupols, Beverley
H: 905-5742716
pupols@worldchat.com
Colantino, Judy [Alternate]
H: 905-3855022
fax/phone: 905-3873806
judycolantino@hotmail.com

***Learning Disabilities Association of
Hamilton-Wentworth***

Scriven, Andie
H: 905-5736038
B: 905-5274322, ext. 46055
tichifa@yahoo.com
Parker, Tom [Alternate]
B: 905-5231332 or 905-5487200,
ext. 3134
fax: 905-5236311
ldahw@hwc.org

***Canadian National Institute for the
Blind (CNIB)***

Peters, Robert
H: 905-5606051; B: 1-800-580-7876,
ext. 2768
petersr38@hotmail.com
robert.peters@intria.com

***Hamilton Association for Community
Living***

Shields, Bryan
H: 905-3851485; B: 905-5280281
fax: 905-5285156
haclb@worldchat.com
Robertson, Mary [Alternate]
H: 905-3834001; B: 905-3875867
mrobertson@mountaincable.net

***Children and Adults w/ Attention
Deficit Disorders [ChADD]***

Vidic, Carmela
H: 905-304-0122
bvidic@sympatico.ca

ADDITIONAL MEMBERS OF SEAC

Chedoke Child and Family Centre

Belch, Ruth
H: 905-3874716
B: 905-5212100, ext. 77325
belchrut@hhsc.ca

***Hamilton Community Care Access
Centre – fax: 905-5281883***

Nabuurs, Bernadine
B: 905-5238600, ext. 2150
bernie.nabuurs@hamilton.ccac-ont.ca
Jones, Janet [Alternate]
B: 905-5238600, ext. 3612
jjones@hwccac.on.ca

***Hamilton District Society for Disabled
Children***

Dalziel, Nalda
H: 905-5225413; B: 905-3855391 or
905-5212100, ext. 77416
fax: 905-5212636
Dalziel@HHSC.ca
Matson, Mark [Alternate]
H: 905-3896747; B: 905-3339888
mmatson@wadepartners.com

***Hamilton-Wentworth Council of Home
and School Associations***

Cook, Margy
H: 905-5238697
margy.cook@sympatico.ca

***The Children's Aid Society of
Hamilton***

Hughes, Ann
H: 905-5742479; B: 905-5221121,
ext. 2467
fax: 905-5224192
ahughes@hamiltoncas.com

ADDITIONAL MEMBERS OF SEAC [continued...]

*The Sean Logan Centre for
Tourette Syndrome*

Marshall, Dan Dr.

H: 905-5251140; B: 905-5225522

fax: 905-5229339

DRM@cogeco.ca

BOARD
OFFICIALS/REPRESENTATIVES

Botting, Marguerite

Superintendent of Student Services

905-5275092, ext. 2368 or 2625

mbotting@hwdsb.on.ca

Eto Corcione

Principal of Special Education Services

905-5275092, ext. 2724

ecorcion@hwdsb.on.ca

*Hamilton-Wentworth Elementary
Teachers' Local*

Barb Albert and

Dan Hughes

c/o Queen Mary School

905-5470321

fax: 905-5470759

PC-21 Principals' Council

Don Pente

c/o Waterdown District High School

905-6896692

fax: 905-6893413

dpente@hwdsb.on.ca

*Hamilton-Wentworth Principals'
Association*

Moncur, Gary

c/o C. H. Bray School

905-6484353

fax: 905-6489291

gmoncur@hwdsb.on.ca

Minute Room, Director's Office

905-5275092 [ext. 2273/2274]

fax: 905-5212544

cteodoro@hwdsb.on.ca

kcrawfor@hwdsb.on.ca

Revised: 2002 05 21



Special Education Department

SPECIAL EDUCATION ADVISORY COMMITTEE
SPECIAL EDUCATION REPORT

Wednesday June 19, 2002

1. ISA Update:

- Cycle 3 completed on June 5
- Approximately 197 files submitted to be validated
- Validation rate was approximately 96%
- Over 180 files were validated
- Total grand parented students for Cycles 1 to 3 is approximately 930

2. Special Education Staffing:

- Five under subscribed classes have been converted to one special day school class, a new Primary/Junior PDD class and 3 additional Learning Resource Teacher positions
- Special Education staffing has also been increased by an additional 8.0 f.t.e. through the Budget
- This increase allowed for 3.5 f.t.e. to be allocated to Alternative Education programs and 4.5 f.t.e. to Learning Resource Teacher positions
- There will be a decrease in Itinerant staff of 1.0 f.t.e. for a total of 8
- This decrease will be in the area of Vision Resource staff where 1.0 will be allocated to secondary school support and 2.0 for elementary school support

3. Development Disability Program Review Committee Update:

- The Developmental Disability Program Review has been on hold since the beginning of this school year. We have anxiously been awaiting the release from the Ministry of Education of the Program Standards that we were told we would have by June 2001. These Standards would have been an excellent benchmark against which we could have measured our programs in the Hamilton-Wentworth District School Board. Obviously, there has been a delay at the Ministry level, and we still haven't received the Standards. Hopefully, we will be able to re-convene once we have the Standards document.



*Letter of Amendment to the Special Education Plan of 2001-2002
For the 2002-2003 School Year*

We are currently waiting for feedback from the Ministry on the Hamilton-Wentworth District School Board Special Education Plan for 2001-2002.

1. Educational Assistant Allocation:

- The Educational Assistant f.t.e. approved for the 2002-2003 school year for special needs students and programs is 400
- This f.t.e. is the same as the 2001-2002 school year
- The Educational Assistant Allocation process was held during the month of May 2002
- An additional allocation process will occur during the Month of September 2002

2. Identification Criteria:

- A new Identification Criteria Policy has been drafted and is currently being revised
- We will be looking for Board approval to implement the criteria in the 2002-2003 school year

3. SEAC Chair:

- A new SEAC Chair will be voted upon at the Wednesday June 19, 2002 meeting

4. New Principal of Special Education:

- Eto Corcione has been assigned as the Principal of Special Education beginning in September 2001

5. Individual Education Plan:

- Our Board is currently conducting a review/audit of our Individual Education Plans
- The purpose of the review/audit:
 - i. Complete a gap analysis of our Individual Education Plans and their compliance to the Individual Education Plans Standards 2000 document
 - ii. To provide feedback and in-service to the system in preparation for the first Provincial formal Individual Education Plan review/audit scheduled for January/February 2003

6. Special Education Staffing:

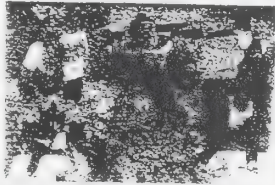
- Five under subscribed classes have been converted to one special day school class, a new Primary/Junior PDD class and 3 additional Learning Resource Teacher positions
- Special Education staffing has also been increased by an additional 8.0 f.t.e. through the Budget
- This increase allowed for 3.5 f.t.e. to be allocated to Alternative Education programs and 4.5 f.t.e. to Learning Resource Teacher positions

7. Student Services Staffing:

- For the 2002-2003 school year we will have the following changes:
 - i. Increase in Psychological Consultant staff by .5 f.t.e. for a total of 11.5
 - ii. Decrease in Itinerant staff of 1.0 f.t.e. for a total of 8
 - iii. This decrease will be in the area of Vision Resource staff where 1.0 will be allocated to secondary school support and 2.0 for elementary school support

Ontario Special Olympics

School Outreach Program



Agenda for the Presentation

- ⌘ Overview of Ontario Special Olympics
- ⌘ Review of School Outreach Program
- ⌘ Next Steps



Ontario Special Olympics

- ⌘ Provides sports training and competition for people with a mental disability
- ⌘ Began in 1965 with Dr. Frank Hayden
- ⌘ Programs operate year round
- ⌘ Participate in 16 core sports
- ⌘ Competitions at various levels

Purpose of the School Outreach Program

- ⌘ Register schools, create training opportunities, share resources, and expertise.
- ⌘ Communicate with parents to get students involved with Ontario Special Olympics.



Outcomes of the School Outreach Program

- ⌘ To provide students with a developmental disability the opportunity to train and compete as Special Olympic athletes.
- ⌘ To promote Special Olympic community training programs to students, parents, and caregivers, thus providing another bridge between school and community for students.

Benefits of Developing a School Sport Club

Benefits to the Students:

- ⌘ Enhanced confidence and self-esteem; improved motor skills, coordination, and dexterity.
- ⌘ High-quality, regular physical activity.
- ⌘ A fun and friendly competitive experience.
- ⌘ Access to Special Olympics community programs, increasing the likelihood of adulthood Special Olympic involvement.

Benefits to Developing a School Sport Club

Benefits to the School:

- ⌘ Association with a highly credible, world-wide, community-based non-profit charitable organization.
- ⌘ The opportunity to highlight the accomplishments of your students to the rest of the school.
- ⌘ Competition opportunities for students-athletes.

...Continued

- ⌘ Volunteer opportunities for senior students.
- ⌘ Insurance for all programs, volunteers, and athletes.
- ⌘ Free materials and resources required to run a high-quality training program.

Benefits to Developing a School Sport Club

Benefits to Teachers:

- ⌘ Access to subsidized coach education for all teachers and senior students.
- ⌘ Membership in a network of 4500 volunteers and teachers.
- ⌘ Free subscription to both community coaching newsletter, Club Link, as well as specific school newsletter, School Link.

Benefits to Developing a School Sport Club

Benefits to OSO:

- ⌘ Increased ability to promote and develop both school-based and community-based Special Olympic programs, ensuring that students remain physically active with our organization both during and beyond their school years.



What Each School Will Receive

- | | |
|---------------------|-----------------------------------|
| ⌘ School Tool Kit | ⌘ Student Volunteer Opportunities |
| ⌘ OSO Staff Support | ⌘ OSO Resources and Ribbons |
| ⌘ Athlete Speaker | ⌘ Sports Celebrities |
| ⌘ Competitions | ⌘ Festival Day/ |
| ⌘ Coach Training | ⌘ Passport to Sport |
| ⌘ OSO Newsletters | |

The School Tool Kit

- ⌘ Information on how to get started
- ⌘ Benefits of the school sport club
- ⌘ Special events
- ⌘ How to order Ontario Special Olympics materials
- ⌘ Teaching strategies
- ⌘ The Integreat Program
- ⌘ How to Organize a Competition
- ⌘ An Evaluation Form

Next Steps

- ⌘ Approach schools to register programs
- ⌘ Run the training program
- ⌘ Participate in a competition
- ⌘ HAVE FUN!!!



Thank you!



World of books: triumph of Tim's imagination over his loss

By **PETER VAN HARTEN**
The Hamilton Spectator

When Meg and her brother, Charles, set out to find their missing father, the scene plays out in 'Tim Peters' mind as vividly as it does in any other

10-year-old's imagination. But the words jump off the pages and into his imagination from a Braille copy of *A Wrinkle in Time* by Madeleine L'Engle.

The blind Billy Green public school student reads so often

and so ferociously that's he's placed third in a North American contest for young readers.

And his third place finish was in an age group for readers from Grade 5 to Grade 8, although he is only in Grade 5.

"I read science fiction and I

like mysteries best because they are perplexing," says Tim. But his mother, Nancy, says it doesn't stop there. "Actually Tim reads anything he can get his hands on."

In the three months logged for the reading contest by the

National Federation of the Blind (NFB) in Maryland, U.S., Tim read 11,112 pages of Braille text.

Those 11,112 Braille pages compare to anywhere from 20 to 50 books for a sighted youngster.

Braille: Contest winner

Continued from A1

The Braille code read by the fingers of blind people takes up to three times the number of pages used for print.

Tim is such an avid reader he's been asked by the Canadian National Institute for the Blind (CNIB) to help select books for vision-impaired youngsters.

And last year Tim awarded a CNIB Torj Award for audio books to Canadian author Kenneth Oppel.

"He's another one of my favourites," says Tim who is enchanted with Shade, the silver-haired bat, who is the hero of Oppel's *Silverwing* and its sequel, *Sunwing*.

Like any reader, Tim impatiently awaits the promised third book in the bat saga trilogy, *Firewing*.

Robert Peters marvels at the four or five hours a day his son spends reading fiction, non-fiction and the Bible.

"That's time other kids may spend watching television," he says. "But Tim seems to operate on a different level from other 10-year-olds."

Tim is keen on author Madeleine L'Engle and the Hardy Boys and Nancy Drew mystery series. But author Oppel, with whom he had lunch after the awards and to whom he has written, is his current favourite.

"Tim likes to give feedback to authors. He thinks it's appropriate," says his father.

Tim was born blind and suffers from Leber's Congenital Amaurosis, a rare genetic eye disorder. His father credits

the teachers and teaching assistants at Billy Green school for the instruction in Braille and help given to his son.

But it's a constant worry that budget cuts will mean the end of that help for Tim and the handful of other vision-impaired youngsters able to go to their neighbourhood schools.

Tim borrows most of his Braille and audio books from the CNIB library in Hamilton. They are sent out postage-free by Canada Post.

The library has about 18,000 Braille books for all ages among its collection of 60,000 cassettes, descriptive videos and talking and electronic books.

And Tim is well known there for his reading appetite.

"Don't tell me — let me guess," says Frank Chennells, the reader adviser at the CNIB library, when told a youngster is being heralded for his insatiable search for reading material.

"It's Timothy Peters, isn't it?" says Chennells. "He and his mother are always calling up for books."

The CNIB serves about 120 area people under 21 and runs a reading contest of its own. It also sponsors a Braille essay-writing contest.

It's only in the past year that Tim has graduated from basic Braille to what's known as contracted Braille because it contracts various words with shortcut letters to speed reading and save on the volume of paper required.

The variety and number of rules for contracted Braille are not easy to



KEITH POZNER, THE HAMILTON SPECTATOR

Tim Peters, 10, was born blind, but reads four to five hours a day. He's fired up by all he reads, books of fiction, non-fiction and the Bible.

learn, says his mother, Nancy, now also learning the shortcut version.

"It's hard to keep up with him," she says of her son who also enjoys drama, music and activities for young people at their church.

Because of the extra pages needed for Braille books, they come in several volumes. Anne of Green Gables came to the door in eight volumes.

But Tim is anything but daunted by the bulk of the books.

"Tim gets excited when a book comes and it's four or five volumes long," his mother says.

Experienced Braille readers read at speeds comparable to print readers — 200 to 400 words a minute — and are limited only by the books' availability.

Tim's parents read the books that

aren't available in Braille or audio form.

"We still read to him, even though he reads so much on his own," his mother says. "But you miss that when you have to give it up."

You can contact Peter Van Harten at pvanharten@hamiltonspectator.com or at 905-526-3328.

#146

#14c

Eto Corcione

From: "Marguerite Botting" <mbotting@hwdsb.on.ca>
To: "Woodview Learning Centre"
Cc: "Eto Corcione" <ecorcion@hwdsb.on.ca>
Sent: Thursday, June 06, 2002 11:42 AM
Subject: Re: Summer Camp for children with Autism

We are going to attach this notice to our upcoming SEAC agenda as this is a method by which many families will become aware. Thanks for informing us.
M.

----- Original Message -----

From: "Woodview Learning Centre" <info@wlcwoodviewcc.com>
To: <mbotting@hwdsb.on.ca>
Sent: Wednesday, June 05, 2002 4:39 PM
Subject: Summer Camp for children with Autism

> Woodview Children's Centre / Woodview Learning Centre is holding a summer
> camp for children with Autism (high-functioning). Perhaps you know of
some
> families who would be interested?
>
> For detailed information, please see our web site www.wlcwoodviewcc.com
>
> Thank you
>
> Nadine
> Administrative Office
> Woodview Learning Centre
> 905-690-8503
>
>

With This Poem I Thank You

*Thank you to the teachers
Who taught me to write and read.
Thank you to the Principals
Who gave me what I need.*

*Thank you to my helpers
They showed me how to do my best.
Thank you to my family
For helping with the rest.*

*Thank you to my friends
Who are at this school
For helping me to grow
And see what is cool.*

*It is from you that I have learned
How to talk and to become
The best teenager
With challenges still to overcome.*

*Thank you for your patience
And for being fair.
Thank you for showing everyone
That you really care.*

*As you go on to high school
Be proud you helped me here
For you can make a difference
With every coming year.*

*Christine Pupols,
Ancaster Senior Public School, formerly from Grange Public School.*

#142

Dear

Within the field of education there continues to be a deepening in our understanding of students with special needs. The Ministry of Education recognizes 12 exceptionalities and has provided broad characteristics to describe them. However, individual Boards have been left to determine the specific parameters of these characteristics. Our revised criteria has been written within the frame work of current philosophies in the field of special education.

It has been three years since our Board has revised the Identification criteria and in those three years some issues and concerns have been identified. This is particularly true in the area of learning disabilities. The work of the Learning Disabilities Association of Ontario (LDAO) in redefining learning disabilities, as well as the Ministry's intensive Support Amount (ISA) criteria have helped to alter the framework of current thought in Ontario. For these reasons, the Identification Criteria from May 1999 has been reviewed and revised.

In June 2001, a System Committee in Student Services identified issues and concerns of current criteria. Many meetings were held to prepare DRAFT Criteria.

Throughout the past year, there has been consultation and input from each department in Student Services, neighbouring boards and representatives within The Hamilton-Wentworth District School Board. In order to continue our DRAFT process, we would also like representatives from Community Agencies to peruse our DRAFT document.

Enclosed is a DRAFT copy of the revised Identification Criteria. We would appreciate your feedback via email to me, Rita Knapp (rknapp@hwdsb.on.ca) by Friday June 14, 2002.

Rita Knapp
Special Education Consultant

Gillian Anchel
Psychoeducational Consultant

/jm
2002.06.06

142-1

Dr. Frank O'Toole
1300 Garth Street
Unit 12
Hamilton, Ontario
L9C 4L7

The Canadian Council for Exceptional Children
Jackie Bajus
Mother Theresa School
1 Rexford Drive
Hamilton, Ontario
L8W 2B5

Mr. Jim Horton

Ontario Division for Physical and Health Disabilities
President
Bloorview MacMillan Centre
25 Buchan Court
Willowdale, Ontario
M2J 4S9

Dr. L. Zevaigenbaum
Hamilton Health Sciences
Chedoke Site, Evel Bldg., Level 4
P.O. Box 2000
Hamilton, Ontario
L8N 3Z5

Janet Jones
Coordinator
Hamilton-Wentworth Community Care Access Centre
310 Limeridge Road West
Hamilton, Ontario
L9C 2V2

Ms. Marnie Flaherty
Today's Family
44 Greendale Drive
Hamilton, Ontario
L9c 5Z4

Mr. Ted Ridley
Hamilton Health Sciences
Evel Building, 2nd floor, Room 257
P.O. Box 2000
Hamilton, Ontario
L8N 3Z5



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